

OFFICE OF THE SUPERINTENDENT OF SCHOOLS  
106 Hancock Road  
Peterborough, New Hampshire

CONTOOCOOK VALLEY SCHOOL BOARD

Equity Committee Meeting

Tuesday, September 22, 2020

5:30 p.m.

Physical Location: ConVal High School Library

Virtual Location:

<https://us02web.zoom.us/j/88979743221?pwd=c1A1cFcvTGZaU25Vd3pPQUQ3N3BIZz09>

Meeting ID889 7974 3221

Password: xBVW89

Phone: +1 312 626 6799 US

Meeting ID: 889 7974 3221

Passcode: 069838

MINUTES

**Committee Members:**

- Rich Cahoon
- Richard Dunning
- Janine Lesser
- Linda Quintanilha
- Tim Theberge

**Present:** Linda Quintanilha, Rich Cahoon, Richard Dunning, Janine Lesser, Tim Theberge, Dr. Kimberly Saunders, Dr. Ann Forrest, Kevin Pobst

**1. Call Meeting to Order**

Linda Quintanilha called the meeting to order at 5:32 p.m.

**2. Approval of minutes of last meeting – May 26, 2020**

Tim Theberge moved to accept the minutes of May 26, 2020. Dick Dunning second. Unanimous.

**3. Review last year's School Board Goal related to educational equity.**

- *"Monitor, evaluate, and support continuous improvement related to equity between the two middle schools, and the mathematical program at the ConVal High School."*
- *"Review and report out on the allocation of resources and support within the Science and Social Studies departments at CVHS by June 30, 2020."*

Dr. Forrest said that she knows that the board wanted to keep an eye on equity work at the middle school as well as math at the high school. She said that where we left off in both of these areas is that at the high school, for math, we wrote the mandatory intervention for students based on assessment data to successfully complete Algebra I into a grant. They could attend TASC or an extended day

opportunity for the intervention. Teachers would be paid with grant money to develop and facilitate the intervention. Students could also drop in and access help on a day to day basis.

In addition, skill sets would be worked on together. It came together in January and then we went remote.

Linda Quintanilha asked if there is a consistent common space either in person or in Zoom for this purpose now.

Ann Forrest said that she would have to check where the intervention takes place during the school day. If you opted in during the school day, you would meet just with math teachers. When we set up the after-school opportunity, it was written to staff it with two teachers; one general educator and one special educator to refine the education.

Linda wanted to know more about how it was being delivered. She wants to be sure that certified math teachers, and not special education teachers, are delivering the math education.

Teachers had identified some assessments. Based on how students did on the assessment, drove the delivery of math help.

How many of the students have 504's, IEP's, and are free and reduced lunch qualified? Ann agreed to look into.

Rich Cahoon asked if the pilot of the new approach to algebra moved up one year. Ann Forrest confirmed.

#### **4. Provide an update focused on what was accomplished before COVID-19 hit.**

Ann Forrest said that we left off, last year, specifically looking at scheduling and the impacts of scheduling.

Rich Cahoon said that conversation is arising about Spanish in the middle schools. Parents are asking if their child will have Spanish this year, specifically at SMS. When you talk about the intersection of equity and schedule, people want to know when their child will have Spanish class. Now that the pods exist, getting pods scheduled for this year and next would be helpful.

Rich said that SMS was more like high school in terms of schedule. He said that he accepts differences in schedule; they should be noted.

Dick Dunning said that there was a schedule that was centered to a middle school. Between the two schools, self-contained and departmentalized schedules make the difference. He asked if parents have a question about Spanish, are they not going to administration to get an answer.

Kimberly Saunders said that it will be important for principals to look at the schedule and look several years out.

Exploring educational equity with a department began with math and moved to social studies. Social studies got interrupted, but needs completion. Ann outlined the process. Comments are being pulled together and reviewed with recommendations coming forward.

How is the School Counseling Department getting involved? The response was that School Counseling has representation on CVLT and ConVal 2025. Collaboration and understanding about how course selection takes place has gained awareness.

A disparity as a result of a choice to take band and a trajectory for math based on where one is placed was noted. Block scheduling plays a part as well.

Rich Cahoon said that he did not think that lowered expectations serve equity. Going into next year, after a rough spring, will be tough. The question should not be “if my second grader is not up to level, what are you going to do to get them to grade level?” it should be, “which second grade class will my child be in next year?” If they haven’t learned what they need, they should repeat the grade.

Dick Dunning said that students who are academically behind are not best served by retention. Socially and emotionally behind could be better served by retention.

Kimberly Saunders said that she and Dr. Forrest are talking about how they get their hands on the information they need for shifts in curriculum in order to change what is typical so that we can catch students up to a more normal learning curve. She would like to have a discussion with the board about how far they would like to push back on an assessment which is created with discarded questions. She has concerns with the questions. She does not like the idea of giving both assessments. The State is saying that we have to give it. Should a waiver be requested or pushed for? Linda Quintanilha said that she would think that this would go to the Education Committee.

Dick Dunning suggested to stay with the assessment that we have.

Tim Theberge said that a new assessment would not tell the district anything absent trends from past data.

Rich Cahoon shared his concern with no common assessment. We can capture if a student can perform a mathematical operation or not.

Kimberly Saunders said that her concern is with giving up instructional time for additional assessment time.

Dick Dunning added that NWEA is an excellent tool that can be used to determine where students are and regroup them.

Kevin Pobst said that rather than retain a student in 5<sup>th</sup> grade, you put them in the 6<sup>th</sup> and have them take two math courses at once.

Dr. Ann Forrest said that some of the work engaged in that is really important is going back to our work developing learning progressions and thinking about competencies. Ideally, we could create a system that isn’t so grade based and has flexibility for multi-age learning progressions where time is not the constant factor.

**5. Discuss/consider/decide next steps—stay with the same goal and just extend it into the 2020-2021 school year, revise the goal for the 2020-2021 school year?**

**Dick Dunning moved to table this discussion until the next meeting. Tim Theberge second. Unanimous.**

**6. Other**  
None.

**Tim Theberge motioned to adjourn at 6:28 p.m. Dick Dunning second. Unanimous.**

Respectfully submitted,

Brenda Marschok